**How to Decide on Interventions and Schedule Progress Monitoring**

*T-chart: Where does this child need the most help?*

At mclass home, click on BOY (or MOY or EOY depending on the time of year).

Click on the goal under the first DIBELS measure beside the composite score. This is the lowest level skill for your grade. This will sort the students by level of proficiency.

Make a t-chart with Red on one side and Yellow on the other side.

Start a list of students, lowest to highest. If you have students who are “really red,” you may want to drill back and look at scores for lower level skills. If the student is still red in a lower skill, add the student to the list in that skill. Write the acronym for the skill in which they are lowest by their names.

After adding students to the list who are red or yellow in the lowest skill, go on to the next lowest skill and add the students who are red or yellow in that. You may have students who are already on the list. Just tack on the next acronym and what color they were in it by their name. This step is only for your information (for progress monitoring), since you will only provide intervention at the lowest skill for which the student is not proficient.

Continue until you have gone through all of the DIBELS measures. You may need to provide intervention to some students in TRC if they aren’t red or yellow in any DIBELS measure. Check the TRC scores now to be sure.

For students who are green in everything, move on to the next skill assessed or the next benchmark goal to keep them moving.

Once you find what the skill is that the student needs, be consistent in your interventions. Each person who works with that student during the day should work on filling that hole.

*Progress Monitoring Calendar: When and what will I Progress Monitor?*

\*Use Progress Monitoring template to organize your own schedule for progress monitoring

Put the students on the red side of your t-chart into your progress monitoring calendar. These students need to go on the calendar twice in the four weeks. Go ahead and put these children in once in the first two weeks. Write the measures they need to be progress monitored in beside their names.

Copy and paste the first and second weeks into the third and fourth weeks.

Now put the students in the yellow side of your t-chart into your progress monitoring calendar. Try not to schedule more than one student a day for progress monitoring. This may be impossible if you have a larger class with lots of needs. These students need to go on the calendar once in the four weeks. Some students may be red in one measure and yellow in another. Go ahead and add the yellow measure beside the student’s name, which is already on the calendar. You will progress monitor everything the student needs when you see that student.

Now add in your students who are green once a quarter.

Notes-

Make note of absences and needed changes to the schedule on the calendar and save for your documentation.

If progress monitoring data shows that a student is growing very quickly, you don’t have to wait to follow the calendar’s progress monitoring schedule. You can go ahead and progress monitor three times in a short amount of time. Then you can change the student’s intervention to the next lowest skill he/she needs to work on.